

NORTH MASON SCHOOL DISTRICT SUCCESS PLAN

Vision Statement

North Mason School District (NMSD) graduates **every** student academically prepared to confidently and productively meet future challenges.

GOAL, KEY WORK, KEY INDICATORS, STRATEGIC AREAS

THE Goal

All students meet or exceed high academic standards by acquiring the knowledge and skills essential for success on state and national assessments, in post-secondary education, the world of work, and citizenship.

Key Work

1. **Guaranteed and Viable Curriculum**
2. **Highly Effective Instructional Practices in Every Classroom Every Day**
3. **Collaboration that Improves Student Learning**
4. **Focus on Results**

Key Indicators (not in priority order)

- A. An increased percent of students will graduate annually, and fewer will drop out of school, with a target of 90% on time graduation.
- B. An increased percentage of students will meet standard on state assessment components with a target of each school being in the top ten for similar schools and districts.
- C. A continuously decreasing percentage of students will score at Level 1 of state assessments.
- D. A continuously increasing percentage of students will score at Level 4 of state assessments.
- E. More out-of-district students will apply to attend NMSD that leave NMSD to attend other districts, with a target of 10% more students transferring in than transferring out.
- F. An increased percentage of secondary students will pass classes with a "C" grade or better, with a targeted passing rate of 94% for all classes.
- G. An increased percentage of high school students take AP and other advanced courses, and score 3 or higher on an AP exam, with a target of 100 3+ scoring AP exams each year.
- H. An increased percentage of K-8 students perform "at or above grade level" on the Measure of Academic Progress and other appropriate exams, with a target of 80%.
- I. MAP results show greater than one year's growth, with the achievement gap consistently closing for students starting below grade level.
- J. The percentage of students referred to and assigned to special education will decrease, with a target of no more than 12% of students identified as special education.
- K. All students will demonstrate the individual character qualities, emotional strength and social skills to succeed, with a target of fewer than 360 instructional days lost, district-wide, to suspensions and/or expulsions.
- L. An increased percentage of students will participate in clubs, activities and athletics.
- M. Healthy Youth Survey results show improvement in school affiliation, sense of being cared for, safety and belonging, enjoyment in school, and healthy choices.

Strategy Area 1: Instructional staff provide, to every student, every day, instruction that is challenging, data-driven, research based, safe, civil, supportive, and free from unnecessary disruption.

Key Process Indicators

- 1.1. Highly effective collaboration, focused on improving learning and teaching, characterizes all departments, grade levels, schools, and district teams (Professional Learning Communities - PLCs).
- 1.2. Every class and subject is guided by a common pacing plan that emphasizes the “power standards” that must be mastered to succeed on state assessments – and in the next grade/class (Guaranteed & Viable Curriculum, GVC).
- 1.3. All classrooms are characterized by actively engaged students in targeted learning activities during any lesson or observation (Highly Effective Instructional Practices).
- 1.4. Instructional staff have evidence of frequent (common) assessments and how the assessment data has been used to improve teaching and learning in their class, grade level, or department (Focus on Results).
- 1.5. Professional development at the district and building level focuses on the key work of the district (GVC, PLC, Highly Effective Instructional Practices, Focus on Results).
- 1.6. Teachers and administrators report that distractions and disruptions from the core work have been minimized (GVC, Highly Effective Instructional Practices).

Strategy Area 2: Leadership is aligned with “what works” and results in significant improvement in student outcomes.

Key Process Indicators

- 2.1. Administrators effectively focus supervision on the evidence of student learning aligned with research. Supervision events are centered on evidence of student learning and alignment with PLCs.
- 2.2. Administrators align resources to the district’s and schools’ key work.
- 2.3. Administrators monitor and support alignment with key work, and collaborate with each other for continuous improvements in professional practices.
- 2.4. School leadership team agendas and minutes reflect a focus on instructional leadership.
- 2.5. The administrative team functions as a PLC, focusing on “most” important and supporting data.

Strategy Area 3: Facilities meet student, staff and community needs

Key Process Indicators

- 3.1. The current capital levy projects will proceed and conclude on time, within budget, at with documented high quality.
- 3.2. Community use of school facilities will be systematized and maximized, as they are available, with the generation of fees that support facility maintenance.
- 3.3. Classroom and school technology resources meet or exceed state standards, with classroom based technology systems that effectively expand learning opportunities.
- 3.4. Decisions will be guided by a written long term capital facilities and technology plans, including preventative maintenance schedules, equipment/systems replacement schedules, and capital bond/levy plans.
- 3.5. Facilities will be attractive, clean and healthy at all times.

Strategy Area 4: Community and family engagement enhances student achievement

Key Process Indicators

- 4.1. A comprehensive communication system is used at the district and school levels to keep the community, families and students well informed about school issues, and to gather stakeholder input that is used in decision making.
- 4.2. All offices will be characterized by positive and supportive customer service (measure?).
- 4.3. Every building will have an active parent organization, including appropriate booster clubs.
- 4.4. 95% of students will be represented by an adult in student led conferences.
- 4.5. Student internships and mentors will increase annually (?)
- 4.6. Increased numbers of parents and community members will participate in school activities, including school board "community linkage" events and volunteer opportunities.
- 4.7. Parent participation in workshops/activities to help with learning at home increases.

Strategy Area 5: The district is a trusted steward of resources.

Key Process Indicators

- 5.1. The district and departments will demonstrate sound fiscal responsibility, as demonstrated by clean and complimentary internal and external audits.
- 5.2. Annual budgets will incorporate long term needs, aligned with long term improvement plans.
- 5.3. Bond and levy issues will pass to provide adequate facility and instructional resources.
- 5.4. The district will leverage funds through grants and other sources to enable us to "get more than the taxpayers paid for."
- 5.5. Facilities and equipment will be well maintained, reducing the need for premature replacements.

Action Plans – 2010-2011

Strategy Area 1: Instructional staff provide, to every student, every day, instruction that is challenging, data-driven, research based, safe, civil, supportive, and free from unnecessary disruption.

FOCUS AREA 1A: A well defined, and clearly prioritized curriculum is consistently taught, monitored, assessed, learned, and supported – “Guaranteed and Viable Curriculum”

Desired State:

- The instruction/assessment focuses on the most important state standards.
- The written curriculum is delivered in every classroom.
- Frequent formative assessments are given, and results are used to improve instruction.
- Collaboration is characterized by the principles, tools, and actions of Professional Learning Communities.

Current State:

- Collaboration is idiosyncratic to each collaborative team, with little to no use of PLC protocols.
- Common pacing guides and collaborative assessments are emerging in some schools, grade levels, and departments.
- Formative assessment is starting to be more frequently give, with the results primarily used to group students or assign interventions.
- Instruction focuses on key standards, but too many to assure student mastery of the MOST important.

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) “Power Standards” are developed and published for math, science, reading and writing. Elementary will start with math.	Parker with Principals	<ul style="list-style-type: none"> • Written standards approved by Instructional Leadership Council
b) PLC protocols, documentation, supervision, training	TBD	<ul style="list-style-type: none"> • TBD
c) Curriculum maps and/or pacing guides are shared by everyone teaching the same grade or course.	Parker	<ul style="list-style-type: none"> • Principal Observation • Portfolio of maps/guides in principal office and district office.

Potential Future Steps:

- Aligned report cards and progress reports
- Power standards in literacy, K-5
- Revised power standards in science, K-8
- Secondary school grading practices align with research on grading for learning

Action Plans – 2010-2011

FOCUS AREA 1B: Instructional alignment with research-based practices (e.g., “Classroom Instruction that Works”, PTL, etc.) is consistently observed

Desired State:

- Effective practices are evident in every classroom, every period, every day.
- High levels of student engagement are observed in every classroom visit
- By 2010-11, the percentage of observable instruction that is aligned with a well-articulated district protocol.

Current State:

- TBD – need to find out through administrative PLC work?

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) A well defined model of instruction and supervision emerges from the Teacher and Principal Pilot Project	Parker	<ul style="list-style-type: none"> • Written model, including a common language of instruction • Revised evaluation criteria aligned with the instructional model • Pilot experiences lead to revised, then final performance matrix.
b) Administrators constantly ask students “what are you learning today,” “Why,” and “How do you know when you’ve met the target?”	Peterson & Parker	<ul style="list-style-type: none"> • Superintendent-principal and Assistant Superintendent-principal walk-throughs • Principal report

Potential Future Steps:

- Discipline systems encourage appropriate student behavior and significantly reduce the number of days of student suspensions and/or expulsions
- Authentic Literacy (see Schmoker) focus

Action Plans – 2010-2011

FOCUS AREA 1C: A continuously reviewed and improved system of interventions for atypical learners (highly capable, remedial, IEP) is implemented and monitored in each school.

Desired State:

- Increased percentage of students enroll and succeed in honors and AP classes
- Title and LAP students consistently and significantly close the achievement gap.
- Reduced course failure rates for MS and HS.
- Special Education #'s no more than 12%.

Current State:

- Sand Hill IEP students reached “safe harbor” for AYP in reading
- Elementary schools both have math and literacy coaches
- The district has created a district-wide position for coordination of programs for highly capable students.
- A set of interventions is emerging throughout the district.
- Title/LAP programs are delivered based on a comprehensive set of procedures.

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) Principals and school psychologists attempt multiple interventions prior to evaluating students for potential placement into special education.	Huenergard	<ul style="list-style-type: none"> • Monthly referral, assessment and placement rates.
b) Each school has documented its system of interventions, including referral and placement procedures and a clear description of services.		<ul style="list-style-type: none"> • Written plans.
c) Belfair and Sand Hill prepare staff, students and families for the transfer of Belfair boundary students with limited English attending Belfair 2011-2012.	Crosby	<ul style="list-style-type: none"> • Written transition plan • Records of training events and training evaluations • Records of family transition activities and communication.

Potential Future Steps:

- Understanding poverty – Ruby Paine?
- Comprehensive summer school in place, with transportation.

Action Plans – 2010-2011

Strategy Area 2: Leadership is aligned with best practice and current research, resulting in significant improvement in student outcomes.

Desired State: All members of the leadership are knowledgeable about, and effective in leading the district's key work.		
Current State: TO BE COMPLETED		
ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) Ad team meetings are characterized by the principles of Professional Learning Communities.	Peterson	<ul style="list-style-type: none"> Portfolio of artifacts from administration team meetings, including collection of the data used in the work.
b) The instructional administrative team identifies what evidence of progress will be the foundation of principal and assistant principal supervision.	Parker	<ul style="list-style-type: none"> A quality rubric of principal & assistant principal emerges from the Teacher and Principal Evaluation Project
c) A focus for improvement, along with an implemented plan for improvement of district leadership emerges from administrator meetings, cabinet meetings, and the Leadership Academy.	Peterson	<ul style="list-style-type: none"> Problem of Practice identified Documentation from Leadership Academy work.
Potential Future Steps: <ul style="list-style-type: none"> Continuous Quality Improvement principles Improved systems for identifying highest leverage data, and systems for collecting and analyzing it. 		

Action Plans – 2010-2011

Strategy Area 3: Facilities meet student, staff and community needs

Desired State:

- Major current projects (capital projects and Energy project Phase One) are completed and accepted
- Energy project Phase Two grant is submitted to the state
- Up to date description of facilities, including likely challenges over the next 15 years.
- 30-year facilities plan, updated every five years; 5-year detailed facilities plan, updated annually
- Comprehensive and sustainable maintenance plan, with specific budget, accepted by each school.

Current State:

- Capital levy projects progressing close to schedule, within the overall budget, and with high quality.
- District-wide inventory completed, digitized, and annually monitored.
- Facility Study and Survey completed in 2009

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) The capital levy projects are conducted in a manner that is effective, efficient, and builds community trust.	Lucas	<ul style="list-style-type: none"> • Board updates, financial reports • "Owner" satisfaction input
b) Create coherent long- and short-term capital projects (and equipment) plan, including major repair and replacement schedules for equipment, furniture, carpet, etc., and recommended future bond elections.	Lucas	<ul style="list-style-type: none"> • Written plan shared with administrative team members.
c) Create and implement a comprehensive preventative maintenance program.	Lucas	<ul style="list-style-type: none"> • Thermal imaging program implemented • Equipment and facility data entered into PM database.

Potential Future Steps:

- A written technology plan improves the use of instructional and management technology, including professional development.
- Create classroom-by-classroom technology inventory, mapped onto building floor plans.

Action Plans – 2010-2011

Strategy Area 4: Community and family engagement enhances student achievement.

FOCUS AREA 4A: Community Engagement

Desired State:

- Constituents receive timely information
- Input received through thoughtful surveys
- Student achievement improves as a result of families/students utilizing information/support for the district and schools
- The public perception of the NMSD and individual schools/programs is overwhelmingly positive.

Current State:

- 2000 subscribers to NMSD Online
- The district and every school sends at least one positive NMSD Online each week.
- A comprehensive volunteer program has been documented, with a complex database of volunteers and their interests.

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) Continue with traditional media efforts, including regular press releases and NM Life page(s).	Peterson	<ul style="list-style-type: none"> • Collection of articles
b) Develop more successful strategies for two-way communication with community members – digital, traditional, and face-to-face.	Peterson	<ul style="list-style-type: none"> • Documentation of regular debriefs at administrative team meetings
c) Each school provides at least one learning-centered workshop for families	Parker	<ul style="list-style-type: none"> • Attendance documents • Program agendas
d) Parent input is gathered (survey?) about the attitudes and resources available, perhaps with a set schedule of phone calls.	Principals (Peterson)	<ul style="list-style-type: none"> • Principal logs

Potential Future Steps:

- Facebook pages for each school
- Facebook pages for teachers/classes
- District and school blogs

Action Plans – 2010-2011

FOCUS AREA 4B: Parent and Family Engagement

Desired State:

- Parents use Family Access and grade books
- Increase parent group membership and participation across the district
- Training for parents in supporting their children's learning
- 10,000 hours of document volunteer time in schools

Current State:

- PTOs are active in Belfair (PTSA), Sand Hill (PTO) and Hawkins (PTSA).
- There is an active music booster club
- Family Access is available to every family, and many (but not all) have accounts – use is unknown
- A well articulated volunteer program is written, and a digital volunteer data base has recently been created.

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) Establish a "4A" booster club at NMHS (Academics, Athletics, Activities, Arts)	Collins	<ul style="list-style-type: none"> • Organization bylaws • IRS and state charitable organization paperwork/approvals • Membership roster and meeting notes.
b) The four comprehensive school have at least one well-organized academic support night for parents (e.g., math night, learning games night)	Principals	<ul style="list-style-type: none"> • Sign-in sheets • Participant evaluations. • Agenda's
c) Volunteers?		<ul style="list-style-type: none"> • Collect and analyze records of volunteer time in the schools

Potential Future Steps:

- Assign a Family Access account to every parent.
- Create family engagement plans for each school that includes activities that do not require parents to come to school
- Conduct regular "Community Linkage" events throughout the district
- Volunteer partnerships with businesses and organizations, focused on work that we need and the organization/business would enjoy.

Action Plans – 2010-2011

Strategy Area 5: The district is a trusted steward of resources.

Desired State:

- We have zero articles or letters to the editor complaining about use of resources
- We have an easy-to-use facility use system that generates funds to cover the extra costs associated with community use of facilities.
- All audits of expenditures are commendable and clean.

Current State:

- A facility-use software package is running for community requests for facilities, including a written fee schedule.
- We have a monthly page in the Belfair Herald, celebrating the school district students, staff and programs
- We have a budgeted ending fund balance of 4% (as required by policy).
- No findings or management letters in our last audit
- We are stretching the projects funded with the capital levy through good bidding, good management, and grants.
- We have a new inventory and surplus system.

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) Educate our community on district finances through NM Life and other media and newsletters.		<ul style="list-style-type: none"> • "Focus on Finance" section in each issue of NM Life • Enhanced and updated finance pages on district web site.
b) Implement comprehensive asset management systems, including surplus.		<ul style="list-style-type: none"> • Inventory system fully in place and annually re-scanned/reconciled.
c) Implement preventive maintenance plans.		<ul style="list-style-type: none"> • Down time of equipment is minimized • Replacement cycles are extended
d)		

Potential Future Steps:

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